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ABSTRACT

This report from the Venetian Hills Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 24 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) kindergarten students performed at the systemwide level; (2) first grade students performed higher in math than in reading; (3) almost all third grade students passed the criterion-referenced test the first time; (4) 92 percent of students at all the grade levels were promoted; (5) kindergarten students must be given special help in math; and (6) first-graders must be encouraged to complete the basal materials. Statistics and test scores are presented in 13 tables. (VM)

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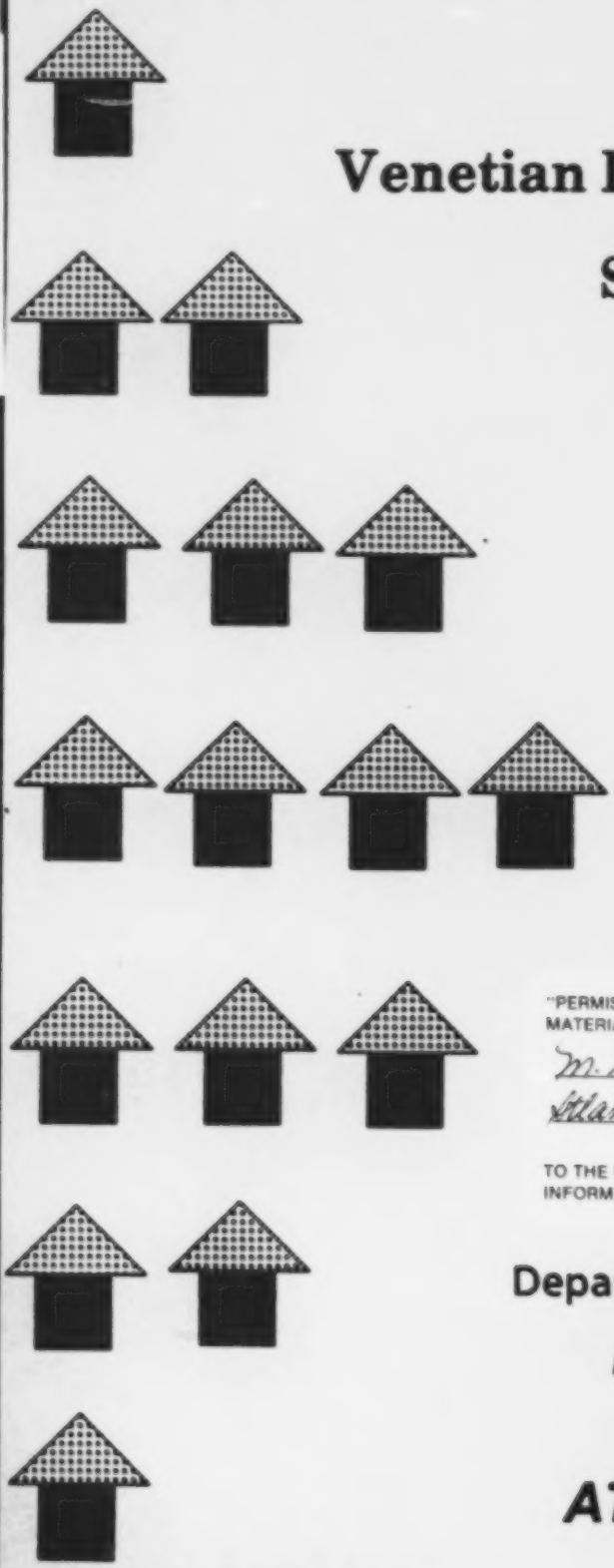

Venetian Hills Elementary School

School Report

1986-87

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ATLANTA PUBLIC SCHOOLS

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VENETIAN ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Emma Popwell, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. This southwest Atlanta elementary school operated as a K-7 school for the last year, before undergoing reorganization to serve grades kindergarten through 5 in 1987-88.

2. The general descriptive characteristics for Venetian School revealed the following factors:

   -- The decrease in student enrollment which occurred in 1985 was reversed in 1986 and 1987 with the gain of new students. The school attracted a large number of students who were new to the school system as well as transfers from other schools in the system.

   -- The number of participants in Chapter I compensatory reading and mathematics decreased by 5 percent, and 434 students were served in the basic skills computer lab for reading, language arts, mathematics, and other subjects. A Writing-To-Read lab provided computer-assisted reading-language arts instruction to kindergarten and first grade students.

   -- The trend over the past several years indicated that approximately 60 percent of the kindergarten class attended preschool and 40 percent had no significant preschool experience prior to entering school.

   -- All of the first grade students attended kindergarten, although 14 percent attended kindergarten outside of the system.

   -- The increase in the mobility index from .29 to .34 reflected the extent of the student transfers to and from the school during 1986-87. Student and staff attendance increased.

   -- Students were also served in the Program for Exceptional Children and the Bilingual Program.

Basal Progress

3. The kindergarten basal reading readiness progress was reported for 111 kindergarten students, and included the fall screening of the Ready Steps Language Survey and the percentage of students who completed and mastered Getting Ready To Read under the Pupil Progression Policy.

4. Sixty percent of the kindergarten class had previous preschool experience. For the initial screening of the ten Ready Steps skills, the percentage of mastery ranged from 43 percent to 96 percent for the school, and from 48 percent to 96 percent for system kindergarten students.

5. School and system kindergarten students performed well for beginning sounds of words, following oral directions, naming pictured objects, and matching upper- and lower-case letters. Venetian's and system's kindergarten students encountered the greatest difficulty for using pictures to place events in proper sequence, using pictures to dictate meaningful information and understanding instructional language commonly used in kindergarten.

6. Under the Pupil Progression Policy for kindergarten students in 1986-87, 78 percent (80 students) successfully completed and mastered the reading readiness basal, Getting Ready To Read. The remaining 23 students ended the year at various stages of prereadiness for the formal reading program.

7. The pacing status report summarized data for 601 students in grades 1 through 7. The indices of progress in the Houghton-Mifflin basal series were the Tests of Basic Reading Skills for reading and the unit/chapter test for mathematics. Basal progress was reported in terms of the average amount of basal material completed and the percentage of students completing the expected number of reading magazines and mathematics chapters during the year.

8. Students completed, on the average, the greater portion of the reading and mathematics basal material. Students at grades 2 through 7 met the expectation of having 50 percent or more students completing the designated number of reading magazines. For mathematics, only grade 1 had 50 percent or more students completing the 13 mathematics chapters expected for the grade level. The percentage of students meeting the expectation for mathematics was 33 percent at grade 2, 47 percent at grade 3, less than 1 percent at grade 4, 16 percent at grade 5, 2 percent at grade 6 and 29 percent for grade 7.

California Achievement Tests (CAT)
and Iowa Tests of Basic Skills (ITBS)

9. Kindergarten students were administered the 1985 edition of the California Achievement Tests (CAT). In 1986 at the school, 60 percent scored above the national norm for reading and 63 percent for mathematics. Kindergarten students systemwide had 58 percent above the national norm for reading and 76 percent for mathematics. In 1987, student performance at the school decreased from 60 to 55 percent for reading and increased from 63 to 74 percent for mathematics. The percentage of system students above the national norm increased from 58 to 68 percent for reading and from 76 to 78 percent for mathematics.

10. Results from the Iowa Tests of Basic Skills (ITBS) provided the baseline data for student achievement in 1985-86. In keeping with the systemwide achievement goal, each school was projected to have 50 percent or more students at or above the national norm by 1989.

11. In the 1986 comparison to other elementary schools with grades 1 through 7, Venetian had 39 percent of the students at or above the national norm for reading and 51 percent for mathematics. For system students, 36 percent were at or above the national norm for reading and 46 percent for mathematics. In 1987, student performance at Venetian improved from 39 to 47 percent at or above the national norm for reading and from 51 to 58 percent for mathematics. For system students in grades 1-7 schools, performance increased from 36 to 45 percent for reading and from 46 to 56 percent for mathematics. Student performance at Venetian was above the national norm for mathematics and above the system average for grades 1-7 schools.

12. Students who attended the school for two consecutive years maintained the overall reading level but showed a decrease from 59 to 54 percent of students at or above the national norm for mathematics. The greatest decrease occurred for students who moved from second to third grade.

13. The Georgia Department of Education mandated ITBS norm-referenced testing in grades 2, 4, and 7 which included social studies and science. In 1986, grade 2 students at the school, system, and state scored above the national norm for social studies and science. Grade 4 students at the school earned a median percentile score of 42 for social studies and 46 for science. For grade 7, the median percentile scores were above the national norm for social studies (NP 53), and at 44 for science. In 1987, grades 2 and 7 at Venetian, system, and state scored above the national norm for social studies and science. Venetian's grade 4 students earned median percentile scores of 29 for social studies and 46 for science. System and state grade 4 students scored above the national norm for social studies and science.

Project and Non-Project Results -- Matched

14. Instructional support services from Chapter I served 62 students in grades 1 through 4 for reading and 55 students for mathematics. For students who remained in Chapter I for two years, the reading normal curve equivalent (NCE) scores were 46 for reading and 53 for mathematics. Chapter I students systemwide earned a NCE of 43 for reading and 51 for mathematics.

Georgia Criterion-Referenced Tests (GCRT)

15. The school administered the Georgia Criterion-Referenced Tests (GCRT) at grades 1, 3, and 6. The reading objectives were clustered into the skill areas of concepts or literal comprehension, inferential comprehension, and problem solving. The mathematics skill areas were concept identification, component operation, and problem solving.

16. Over the past several years, first grade students at the school, system, and state had lowest GCRT performance for the reading comprehension objectives which assessed main idea. Lowest mathematics performance occurred for geometry and measurement. In 1987, students at Venetian improved performance on virtually all of the objectives.

17. The percentage of mastery for first grade GCRT ranged from 70 to 91 for reading and 73 to 97 percent for mathematics. The mean scale scores increased by 10 points for reading and 3 points for mathematics. First grade students were 4 points above the state mean scale score for reading and 1 point above the state mean scale score for mathematics.

18. Effective the 1985-86 school year, the third grade GCRT was a state promotional test for students covered under the policy. In 1986, the report of first-time examinees for Venetian showed that 87 percent of the third grade students passed reading and 81 percent passed mathematics at the first examination. In 1987, the percentage of students passing at the first examination increased from 87 to 99 percent for reading and from 81 to 98 percent for mathematics.

19. The third year of administration of the GCRT at grade 6 showed improved performance for some skills, but decreased performance for others. The percentage of students achieving the objectives in 1987 ranged from 41 to 79 percent for reading and from 43 to 85 percent for mathematics. The reading areas needing the greatest improvement included instructions in reading maps, interpreting diagrams and directions; and recognizing main ideas. Lowest performance for mathematics included computation, problem-solving operation and interpretation of data.

Progression Status Results

20. The 1987 progression minimum skills end-of-year report summarized the percentage of students mastering the reading and mathematics skills under the Pupil Progression Policy for grades kindergarten through 7.

21. Generally, 90 percent or more of the students in grades 1 through 7 mastered the reading and mathematics minimum skills.

22. School and system kindergarten students demonstrated less initial and end-of-year success for sequencing and using pictures to dictate meaningful information. For mathematics, Venetian's kindergarten students had greatest difficulty for set-numeral correspondence and recognizing the passage of time by indicating which of three events takes longer to occur.

23. The progression status report for 1986-87 summarized the number and percentage of students who were promoted, administratively placed and retained at grades kindergarten through 7. Systemwide, the rate of promotion was highest at grade 5, followed by grades 7, 4, K, 2, 6, 3, and 1. At the school, the rate of promotion was highest at grades 5 and 7, followed by grades 3, 4, 6, 2, 1, and kindergarten. The largest percentage of students retained at the school occurred at kindergarten (14 percent), whereas grade 1 had the largest retention rate systemwide (16 percent).

24. When compared with 1986, the rate of retention was reduced at each grade level. The 1987 progression status for 712 students in grades kindergarten through 7 indicated that 92 percent were promoted, 3 percent were administratively placed, and 5 percent were retained.

CONCLUSIONS

With the influx of new students, Venetian is commended for the stabilized school factors which were reflected in the level of attendance and the pupil-teacher ratio which was comparable to the average systemwide.

1. Generally, 60 percent of the kindergarten class attended preschool, and basal progress and student performance on the CAT were comparable to students systemwide.

2. All of the first grade students had kindergarten experience, and performance was generally higher in mathematics than reading on the ITBS and GCRT.

3. At the first administration of the third grade GCRT in 1986, 87 percent obtained a passing score for reading and 81 percent for mathematics. In 1987, the percentage of students passing at the first examination increased to 99 percent for reading and 98 percent for mathematics.

4. Student performance on the achievement indicators such as basal progress, test results and progression minimum skills was sufficient to allow for the promotion of 92 percent of the students in grade kindergarten through 7. Three percent were administratively placed, and 5 percent were retained.

RECOMMENDATIONS

The 1985-86 baseline data for the school were consistent with the system and allowed for incremental improvements in 1987 toward achieving the systemwide achievement goals.

For 1987-88, incremental improvements need to be made in the following areas:

1. On the ITBS, the school was above the national norm for mathematics, but 3 points below for reading.

2. While students completed the greater portion of the basal materials, grade 1 was below the goal of having 50 percent or more students achieve the expectation for reading basal progress; and grades 2, 3, 4, 5, 6, and 7 for mathematics.

3. At the first year of inclusion in the Pupil Progression Policy, kindergarten students were considerably below the system average for performance on the mathematics mnimum skills, and had the largest percentage of students retained at the school (14 percent).

Division of Curriculum and Research Services
Department of Research and Evaluation
September 22, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

VENETIAN HILLS ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	763	706	646	688	708	20	2.9	-55	-7.2
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	30.5	79	1654.0	72
LOAD EXEMPT	8.2	21	640.2	28
TOTAL	38.7	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	72	10	5542	15
COMPENSATORY MATH	76	11	4850	13
CCC READING - LANG. ARTS	192	27	1099	3
CCC MATH	198	28	1376	4
CCC OTHER PROGRAMS	44	6	72	0
BILINGUAL	1	0	571	2
K-GARTEN - APS DAY CARE	20	18	877	15
K-GARTEN - NON-APS DAY CARE	46	42	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	44	40	2652	45
FIRST GRADE - APS K-GARTEN	89	86	5801	89
FIRST GRADE - NON-APS K-GARTEN	14	14	627	10
FIRST GRADE - NO K-GARTEN	0	0	123	2
PUPIL-TEACHER RATIO	23.2		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	105	15	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	243	34	10469	28
MOBILITY INDEX:				
1984-85	.37		.29	
1985-86	.29		.30	
1986-87	.34		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		95.6		94.9
1985-86		95.4		95.1
1986-87		95.8		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		92.7		93.3
1985-86		93.5		94.0
1986-87		94.7		94.9

8/17/87

VENETIAN HILLS ELEMENTARY

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	94	96	58	89	58	62	43	77	75	86	7	111
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	8	0	-6	1	-1	-5	-5	-7	-3	-2	-1	

8/14/87

VENETIAN HILLS ELEMENTARY

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	7	7	9	9	7	7	80	78	103
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

/08/87
VENETIAN HILLS ELEMENTARY

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines				
		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	5.5	61	10	102
	System	9	6.3	70	24	6469
02	School	6	5.9	98	72	110
	System	6	5.6	93	68	5635
03	School	6	5.1	85	51	90
	System	6	5.1	85	50	5233
04	School	4	3.2	80	56	86
	System	4	4.1	103	77	4974
05	School	4	3.6	90	67	69
	System	4	4.0	100	78	4508
06	School	4	3.8	95	85	85
	System	4	4.0	100	82	2199
07	School	4	3.5	88	69	59
	System	4	3.8	95	77	1622

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Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	11.6	89	64	102
	System	13	11.7	90	61	6894
02	School	13	11.5	88	33	110
	System	13	12.0	92	63	5770
03	School	13	11.0	85	47	90
	System	13	11.5	89	51	5265
04	School	13	8.8	68	0	86
	System	13	11.1	85	43	4974
05	School	13	8.8	68	16	69
	System	13	11.0	85	43	4514
06	School	13	10.6	82	2	85
	System	13	11.6	89	50	2202
07	School	14	10.1	72	29	59
	System	14	11.5	82	39	1625

Venetian Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	92	111	50	60	55	63	74	--	517
System	6,069	5,939	50	58	68	76	78	--	532

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Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		114	99	50	33	61	28
02		84	109	50	60	68	8
03		85	91	50	36	51	15
04		69	86	50	25	31	6
05		78	67	50	45	22	-23
06		64	81	50	42	37	-5
07		84	59	50	36	46	10
	School Total	578	592	50	39	47	8
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		114	99	50	61	81	20
02		82	108	50	90	87	-3
03		85	91	50	40	56	16
04		69	85	50	41	38	-3
05		78	67	50	40	30	-10
06		64	81	50	52	44	-8
07		84	59	50	25	47	22
	School Total	576	590	50	51	58	7
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

VENETIAN HILLS ELEMENTARY

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	79	41	67	26	79	72	89	17
	MEAN GE	2.7		1.9	3.1	1.2		2.4	3.6	1.2
03	PERCENT	50	61	67	52	-15	61	90	54	-36
	MEAN GE	3.7		3.2	3.8	0.6		3.6	3.8	0.2
04	PERCENT	50	59	37	36	-1	59	41	41	0
	MEAN GE	4.7		3.3	4.1	0.8		3.5	4.4	0.9
05	PERCENT	50	51	25	22	-3	51	41	27	-14
	MEAN GE	5.7		4.2	4.7	0.5		4.2	5.0	0.8
06	PERCENT	50	59	44	37	-7	59	44	42	-2
	MEAN GE	6.7		5.7	6.4	0.7		5.6	6.6	1.0
07	PERCENT	50	48	46	48	2	48	56	56	0
	MEAN GE	7.7		6.7	7.6	0.9		7.1	7.7	0.6
SCHOOL TOTAL										
	PERCENT	50	357	44	45	1	357	59	54	-5
	MEAN GE			3.7	4.5	0.8		3.8	4.6	0.8
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Venetian Hills Elementary

SOCIAL STUDIES

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	87	2.7	3.5	4.2	5.1
04	64	50	61	62	29	4.7	5.3	5.3	3.6
07	52	50	54	50	74	7.7	7.9	7.6	9.3

SCIENCE

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	62	2.7	3.0	3.2	3.1
04	64	50	66	62	46	4.7	5.6	5.4	4.5
07	52	50	60	52	50	7.7	8.5	7.8	7.7

09/22/87

VENETIAN HILLS ELEMENTARY

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	8	28	27	36	20	37									55	35
		1987		50		47		44										46
		GAIN		22		11		7										11
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	5	22	66	52	56	62	70	43	57	42	68	46	52	45	374	48
		1987		40		59		52		43		38		46		51		48
		GAIN		18		7		-10				-4				6		
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

VENETIAN HILLS ELEMENTARY

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	8	28	25	39	12	48	17	34							62	38
		1987		57		65		47		37								53
		GAIN		29		26		-1		3								15
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	5	16	68	68	64	74	52	49	57	44	68	43	52	49	366	55
		1987		55		73		53		50		37		44		51		52
		GAIN		39		5		-21		1		-7		1		2		-3
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
VENETIAN HILLS ELEMENTARY

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	112	79	68	71	52	66	77	71	72	57	56	206
	1987	97	91	71	72	72	82	88	90	86	71	70	216
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		12	3	1	20	16	11	19	14	14	14	10
DIFF. SCHOOL-SYSTEM (1987)			12	6	4	11	4	7	9	4	7	0	5
DIFF. SCHOOL-STATE (1987)			7	-5	-3	13	5	3	10	5	11	1	4

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	112	88	84	57	81	91	93	71	76	81	77	86	74	79	77	90	209
	1987	97	91	94	82	73	88	94	80	84	86	88	87	89	97	92	97	214
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		3	10	25	-8	-3	1	9	8	5	11	1	15	18	15	7	5
DIFF. SCHOOL-SYSTEM (1987)			4	6	11	-7	10	1	12	7	4	7	3	4	4	15	14	3
DIFF. SCHOOL-STATE (1987)			1	3	3	-8	8	0	12	13	2	7	2	-2	2	10	15	1

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VENETIAN HILLS ELEMENTARY

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	83	42	14	52	41	36	24	34	30	204	87
	1987	87	11	9	20	22	5	11	6	1	215	99
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-31	-5	-32	-19	-31	-13	-28	-29	11	12
DIFF. SCHOOL-SYSTEM (1987)			-21	-1	-17	-8	-5	-3	-15	-7	7	9
DIFF. SCHOOL-STATE (1987)			-11	2	-5	-2	-2	1	-10	-4	1	5

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	83	59	27	35	18	35	67	54	30	63	43	36	31	198	81
	1987	87	24	14	37	13	29	40	25	8	16	9	5	7	214	98
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-35	-13	2	-5	-6	-27	-29	-22	-47	-34	-31	-24	16	17
DIFF. SCHOOL-SYSTEM (1987)			-1	-23	-22	-18	-14	-5	-17	-9	-4	-14	-7	-13	9	12
DIFF. SCHOOL-STATE (1987)			7	-16	-16	-13	-11	4	-7	-9	2	-10	-4	-9	4	6

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VENETIAN HILLS ELEMENTARY

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	
SCHOOL	1986	66	76	71	42	41	79	89	70	70	65	73	59	202
	1987	82	74	70	41	41	74	79	74	68	59	78	55	199
SYSTEM	1987	4374	72	67	45	39	72	75	68	66	55	72	58	200
STATE	1987	75905	83	77	57	54	81	84	78	76	68	81	73	207
DIFF. SCHOOL	86-87		-2	-1	-1	0	-5	-10	4	-2	-6	5	-4	-3
DIFF. SCHOOL-SYSTEM (1987)			2	3	-4	2	2	4	6	2	4	6	-3	-1
DIFF. SCHOOL-STATE (1987)			-9	-7	-16	-13	-7	-5	-4	-8	-9	-3	-18	-8

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL	1986	66	56	65	94	62	47	64	55	68	52	67	82	36	199
	1987	82	55	74	85	60	54	70	49	61	48	70	77	43	199
SYSTEM	1987	4379	62	75	88	58	57	63	54	61	48	68	73	43	200
STATE	1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	206
DIFF. SCHOOL	86-87		-1	9	-9	-2	7	6	-6	-7	-4	3	-5	7	0
DIFF. SCHOOL-SYSTEM (1987)			-7	-1	-3	2	-3	7	-5	0	0	2	4	0	-1
DIFF. SCHOOL-STATE (1987)			-15	-6	-7	-4	-21	-2	-18	-13	-12	-7	-7	-18	-7

8/03/87

VENETIAN HILLS ELEMENTARY

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	95	97	89	97	81	85	74	91	90	94										9	105
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	-2	-2	-4	-1	-11	-7	-15	-5	-5	-4										0	
01	SCHOOL	95	88	88	91	85	86	86	86	86	91	92	87	94	94	96					13	95
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	3	3	4	2	3	2	3	5	4	2	8	0	4	-1	2					0	
02	SCHOOL	98	99	94	92	91	97	93	93	93	93	93	96	92	93	92					14	107
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	9	5	6	4	3	9	7	4	2	6	5	6	-1	0	-2					1	
03	SCHOOL	99	99	99	99	99	99	99	99	99	99	99	99	99	99	98	98	98			17	83
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	9	11	9	11	10	10	13	12	6	8	12	10	13	8	11	5	5			2	
04	SCHOOL	88	85	89	95	95	92	95	93	96	93	89	92	92	89	91					14	74
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	-5	-8	-3	2	3	-1	5	1	4	1	-3	0	-1	-3	-3					0	
05	SCHOOL	98	98	98	100	98	98	98	97	100	98	98	98	100	98	98	98	98	97	98	19	63
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	4	4	4	7	4	4	4	4	6	4	5	4	7	5	6	5	5	3	4	1	
06	SCHOOL	96	96	96	98	95	98	99	96	98	98	98	98	98	98	95	98	95	96		17	82
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	1	2	1	5	2	6	5	3	4	6	4	5	7	5	1	5	4	3		0	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100						14	51
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	7	7	7	7	8	8	8	7	9	8	8	8	8	8						1	

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VENETIAN HILLS ELEMENTARY

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	76	77	74	75	78	76	67	77	76	78	66									8	104
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	-22	-18	-20	-19	-18	-19	-27	-16	-16	-20	-21									-2	
01	SCHOOL	99	99	99	97	84	95	91	92	94	95	93	94								11	97
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	1	1	3	4	2	4	4	4	6	5	3	3								0	
02	SCHOOL	98	96	92	97	95	96	94	97	95	97	94	93	94	93	92					14	107
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	1	0	-1	4	4	4	1	2	3	1	-1	-2	1	1	2					0	
03	SCHOOL	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99			17	84
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	5	5	8	6	10	10	11	10	7	9	11	10	9	9	10	11	11			2	
04	SCHOOL	85	84	93	95	93	88	91	85	85	92	86	84	89	88	89	88				14	74
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	-9	-8	-2	2	2	-2	-1	-8	-6	0	-3	-7	-3	-3	-1	0				-1	
05	SCHOOL	97	100	100	98	100	100	98	100	98	98	97	94	92	92	92	92	92			16	62
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	3	6	7	6	7	8	6	10	7	5	8	3	1	3	2	5	5			1	
06	SCHOOL	99	94	96	96	94	95	95	98	96	95	96	95	95	96	95	94	95			16	82
	SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
	DIFF	5	5	5	6	3	6	8	8	8	6	9	6	8	9	10	10	11			1	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			17	51
	SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
	DIFF	6	8	6	8	8	9	9	8	10	9	9	9	8	9	9	10	12			1	

7/08/87 VENETIAN HILLS ELEMENTARY

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	95	85.6		.0	16	14.4	111
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	87	86.1	5	5.0	9	8.9	101
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	100	90.9	7	6.4	3	2.7	110
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	86	94.5		.0	5	5.5	91
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	81	94.2	2	2.3	3	3.5	86
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	69	100.0		.0		.0	69
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	80	94.1	4	4.7	1	1.2	85
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	59	100.0		.0		.0	59
	System	3,284	89.8	186	5.1	188	5.1	3,658